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Annotated Bibliography

Kostewicz, D. (2012). Implementing systematic practice to build reading fluency via repeated readings. *New England Reading Association Journal*, *47*(2), 17-22.

“Implementing Systematic Practice to Build Reading Fluency via Repeated Reading” is an article about getting students to increase their reading fluency by simply practicing over and over again. Reading fluency is an important academic skill to learn, however it is not always focused on in the classroom. Students should be practicing to increase their reading fluency much as they would practice for anything else such as sports or playing an instrument. Teachers can help students in this area by putting 5 to 10 minutes daily aside to practice. Assessments and error correction can be done by either teachers, parents, or other students. An increase in reading fluency through systematic practice can and has been proven to help students in word recognition comprehension.

We have been talking in class about how reading skills are all linked together, how increased word recognition can lead to increased reading fluency and comprehension. These skills all play into each other and when students get better at one their overall reading skills improve. I can see how repeated readings and how practicing over and over again can improve students reading fluency. I can also see how taking 5 to 10 minutes every day to practice can be beneficial. I think this could be possible to do in my own classroom after I was able to train my students to rely on each other for error correction. It might be difficult to implement in the beginning parts of the year and obviously I would need to help lower level students the most. It would take time to train my students on correcting errors considering if an error is not corrected then the student will go on believing their error to be true. Overall, I felt practice could be beneficial for students.

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Mostert, W., & Glasswell, K. (2012). DREAMS TO REALITY: Closing the Reading Achievement Gap with a Focus on Fluency. *Practically Primary*, *17*(3), 16-19.

This article focuses on fluency as the missing link in literacy. Students need reading fluency in order to understand context and think in meaningful ways. When students can read effortlessly they can spend time on taking meaning from the text instead of decoding constantly which only hinders understanding. The article actually follows a few project schools that have low achievements in reading. By providing the teachers in these schools with tools to get their students motivated and interested in reading the schools saw an increase in reading achievement. The focus for instruction was adding reading fluency to comprehension instruction using practices like tape-assisted reading, poet’s corner, reader’s theatre, and timed repeated reading. The schools saw increases in reading fluency, motivation, and comprehension. Once students were able to read effortlessly it opened the door to more possibilities in literacy.

I can definitely see myself being able to use these tools in my classroom. I understand that repeated readings help students with reading fluency, but this article provides other options that can make it more fun for students. Instead of reading a passage over and over again students can read a play and practice it for a performance. When students get excited about things and want to perform well in front of their peers their motivation is through the roof. Reading theatre, poet’s corner, and tape-assisted reading are easy things to implement into the classroom such as in centers that can help students all around. These practices also help students with reading with expression and help with comprehension skills. This goes along with what we learned in class which is helping in one strategy of reading can strengthen others.

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Stahl, K. (2012). Complex Text or Frustration-Level Text: Using Shared Reading to Bridge the Difference. *Reading Teacher*, *66*(1), 47-51. doi:10.1002/TRTR.01102

This article shares how using shared reading in the classroom can increase reading success despite student reading level. In any grade when a teacher reads aloud and the students follow along in their own text, the teacher provides strategies students can use while reading independently. All students should be a part of shared reading despite their reading skills. Elementary level students have a wide variety of reading levels and comprehension skills. When the teacher reads aloud difficult text with rich vocabulary the students are able to increase their reading skills and strategies as well. The article provides strategies for developmental needs in shared reading and lessons that can be implemented each day of the week across grade levels. These strategies have proven to be effective in classrooms.

I was glad to see that this article provides strategies for each grade level taught in elementary. I can see how shared reading would be important to the classroom. It gives all students the opportunity to be on the same page and allows all students to have the opportunity to experience a wide range of texts. Shared reading is a way to improve reading fluency, comprehension, and thinking skills which we discuss in class. Exposing students to a wide range of text, having the teacher read and show strategies, and also providing copies for each student seems like an effective way to increase reading skills in all grade levels.

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